Year 3 Weekly Planner Term 1 Week 8 WB 19th October 2020

WB 19th October 2020	Monday	Tuesday	Wednesday	Thursday	Friday
Vocabulary Ninja - Word of the Day	A new word of the day on each PowerPoint screen – starting with Grasshopper words for years 3/4. These can be found in PowerPoint or pdf format here. Children write the word, write the definition and use the word in their own unique sentence. They also look at the synonyms, antonyms, prefixes and suffixes associated with the word and see if there are any others they can find.				
English We are looking at non-fiction instructions and the story How to Wash a Woolly Mammoth.	**WALT: be able to write a final draft** Write a neat final draft of your instructions making sure edits are included. BIG WRITE – Publishing books Once finished move onto verbs. **WALT: be able to begin to use verbs** Follow the video link for verbs here. Watch the video and complete the activities on the link.	**WALT: be able to begin to use adverbs** Follow the video link for adverbs here. Watch the video and complete the activities on the link.	**INSET DAY**	**INSET DAY**	**INSET DAY**

Maths	*In school the Class Teacher will use a presentation, demonstrate and model methods when teaching. The children are then given a range of practical and recording tasks to explore and consolidate their learning. At home you will be provided with alternative lessons for maths which are linked to the same learning objectives being carried out in school over the course of the week.*				
	WALT: be able to add 2-digit numbers using the column method Follow the video link for adding using the column method here. Watch the video and complete the activities on the link.	**WALT: be able to subtract 2-digit numbers using the column method** Follow the video link for subtracting using the column method here. Watch the video and complete the activities on the link.			
Spelling	This week we are going to continue looking at Year 3/4 spelling rules 1 on Spelling Frame				
	Spelling Rule 1 Adding suffixes				
Foundation Subjects	**Computing** **WALT: be able to combine text and graphic** Re-visit last week's lesson. Finish your presentation about the Stone Age including a variety of text and graphics.	**History** **WALT: know and understand how clothes were made in the Stone Age** **Stone Age Clothes** Can you do some of your own research about clothes in the Stone Age and record it? You could then design your own Stone Age outfit.			

	PSHE Circle Time <u>My worries and anxieties</u> Discuss any worries or anxieties the children are having and how these can be helped.	**PSHE** Circle Time <u>How I feel after being back to school for a whole term</u> Discuss how term 1 has gone. Discuss the negatives and then focus on the positives. What would be good for term 2.			

Find a half

1 Here are 6 counters.

a) Share the counters into 2 equal groups.

Group 1	Group 2

b) Complete the sentences.

There are 6 counters.

The counters are shared equally between ☐ groups.

There are ☐ counters in each group.

$\frac{1}{2}$ of 6 is equal to ☐

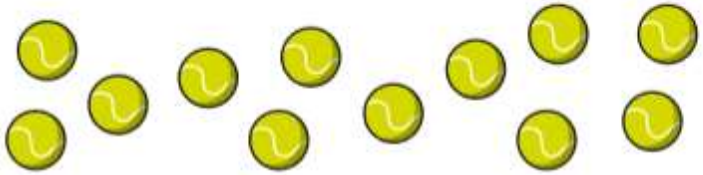
2 Use counters.

a) Can you share 10 counters into 2 equal groups? _____

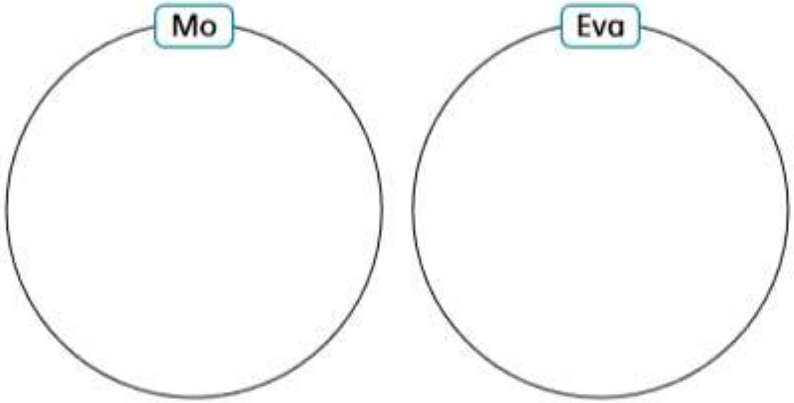
b) Can you share 11 counters into 2 equal groups? _____

Talk about it with a partner.

3 Mo and Eva have 12 tennis balls.

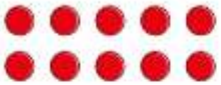


Share the tennis balls equally between Mo and Eva.



4 Find $\frac{1}{2}$ of each number.

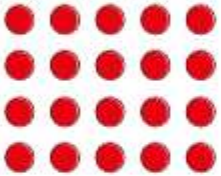
Use the arrays to help you.

a) 

$\frac{1}{2}$ of 10 = ☐

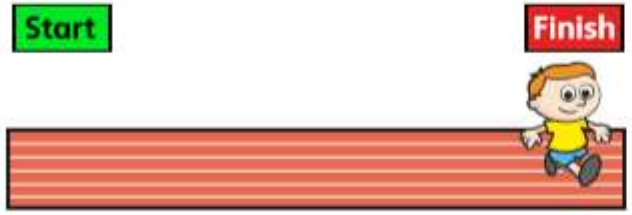
b) 

$\frac{1}{2}$ of 16 = ☐

c) 

$\frac{1}{2}$ of 20 = ☐

5 Ron has run 20 m.



Rosie has run half that distance.

a) Draw an arrow on the running track to show where Rosie is.

a) How far has Rosie run? ☐ m

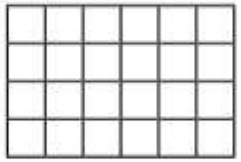
6 Here are half of Annie's sweets.

How many sweets does Annie have in total? ☐

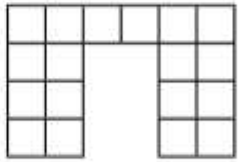
Compare answers with a partner.

7 Colour $\frac{1}{2}$ of each shape.

Use the shapes to help you complete the number sentences.

a) 

$\frac{1}{2}$ of ☐ = ☐

b) 

$\frac{1}{2}$ of ☐ = ☐

8 Complete the number sentences.

$\frac{1}{2}$ of ☐ = 10 $\frac{1}{2}$ of ☐ = 7

Find a quarter

1 Here are 8 counters.

a) Share the counters equally into 4 groups.

b) Complete the sentences.

☐ counters are shared equally

between ☐ groups.

There are ☐ counters in each group.

c) What is $\frac{1}{4}$ of 8? ☐

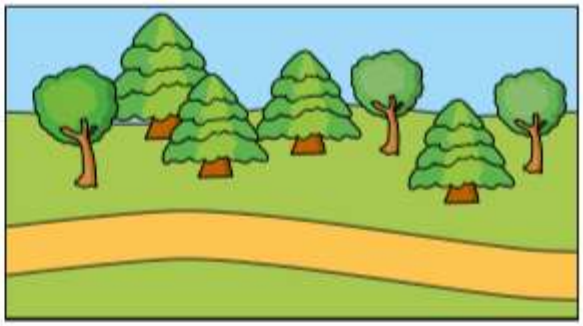
How did you work this out?

2 There are 12 pencils.

a) Share them equally between 4 pencil pots.

b) What is $\frac{1}{4}$ of 12? ☐

3 Tom and Dora are walking along a path.
By midday Dora has walked halfway.
Tom has walked a quarter of the way.

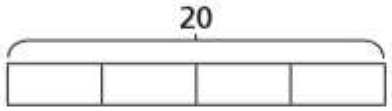


a) Draw an arrow to show where Dora is.

b) Draw an arrow to show where Tom is.

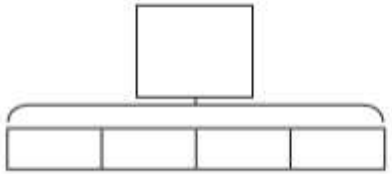
4 Use the bar models to help you work out a quarter.

a) Work out $\frac{1}{4}$ of 20



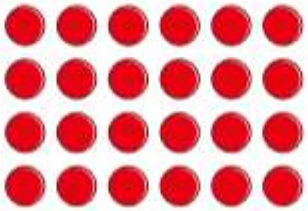
$\frac{1}{4}$ of 20 = ☐

b) Work out $\frac{1}{4}$ of 16



$\frac{1}{4}$ of 16 = ☐

5 Show that $\frac{1}{4}$ of 24 is 6



6

I can find a quarter by halving a number and halving again.

Use this method to find $\frac{1}{4}$ of 12

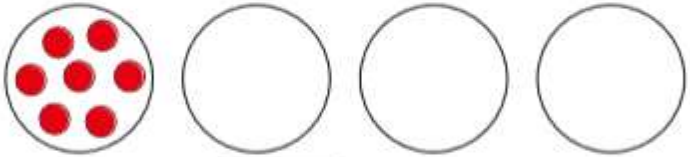
$\frac{1}{4}$ of 12 = ☐

7 Complete the table.

Number	$\frac{1}{2}$ of Number	$\frac{1}{4}$ of Number
8		
20		
24		

8 $\frac{1}{4}$ of a number is 7

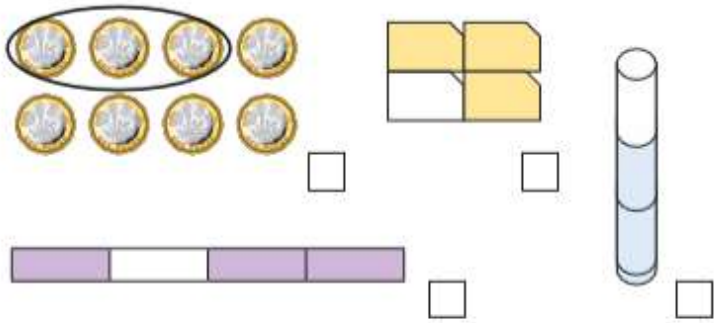
What is the number?



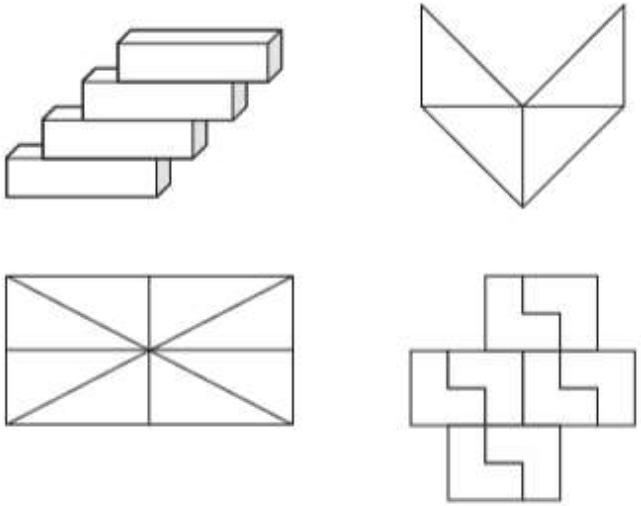
The number is ☐

Find three quarters

1 Tick the representations that show $\frac{3}{4}$



2 Colour $\frac{3}{4}$ of each shape.



3 Rosie is sharing out 16 strawberries.

She shares them into 4 equal groups.

a) What is $\frac{1}{4}$ of the strawberries?

$\frac{1}{4}$ of 16 = ☐

b) What is $\frac{2}{4}$ of the strawberries?

$\frac{2}{4}$ of 16 = ☐

c) What is $\frac{3}{4}$ of the strawberries?

$\frac{3}{4}$ of 16 = ☐

d) What is $\frac{4}{4}$ of the strawberries?

$\frac{4}{4}$ of 16 = ☐

4 Work out $\frac{3}{4}$ of £20

£ ☐

5 Year 2 are planting sunflower seeds.

Annie has 4 pots and 12 seeds.

She plants the same number of seeds in each pot.

a) Draw the seeds she puts in each pot.

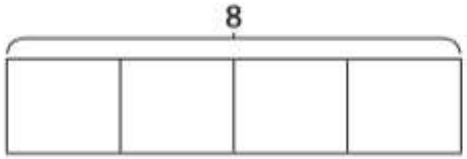
b) Complete the number sentences.

$\frac{1}{4}$ of 12 = ☐ $\frac{3}{4}$ of 12 = ☐

6 The bar model is split into 4 equal parts.

a) What is the value of each part?

Label it on the bar model.



b) Use the bar model to find $\frac{3}{4}$ of 8 ☐

7 Draw a bar model to find $\frac{3}{4}$ of 40

☐

$\frac{3}{4}$ of 40 = ☐

8 Write <, > or = to compare the statements.

a) $\frac{1}{4}$ of 4 ◯ $\frac{3}{4}$ of 4

b) $\frac{1}{2}$ of 20 ◯ $\frac{3}{4}$ of 20

9 Scott has some seeds.

He puts $\frac{3}{4}$ of the seeds into his hand.

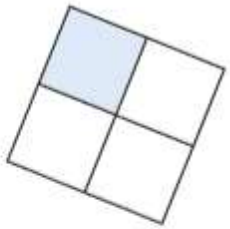
He puts the rest of the seeds on the table.

How many seeds does Scott have in his hand?

Use a bar model to help you. ☐

Count in fractions

1 Dani colours part of this shape.



a) What fraction of the shape has Dani coloured?

b) Colour another small square.

What fraction of the shape is now coloured?

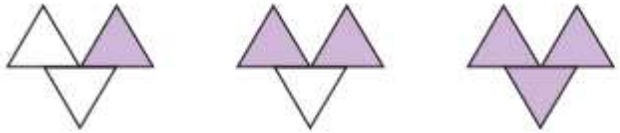
c) Colour another small square.

What fraction of the shape is now coloured?

d) Colour another small square.

What fraction of the shape is now coloured?

2 What fraction of each shape is shaded?

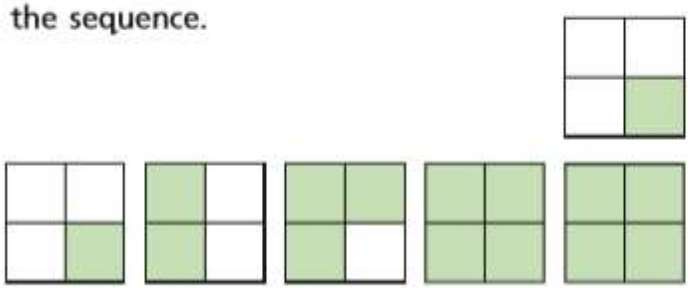


Say the fractions out loud to a partner.

3 Huan is colouring squares to make a sequence.

What fraction of each diagram is coloured?

Count the fractions out loud and continue the sequence.



$\frac{1}{4}$ $\frac{2}{4}$

4 Aisha is counting pieces of fruit.

How many strawberries are there altogether?

There are ☐ strawberries.

5 The children in the class would like a whole apple each.

How many whole apples can be made from these quarters?

☐ whole apples can be made.

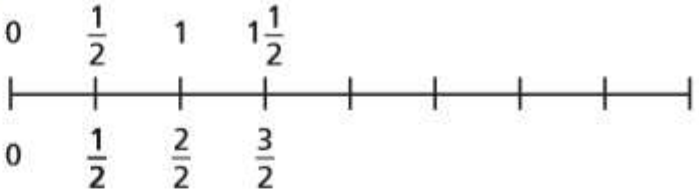
6 Write the missing fractions.

a)

5	$5\frac{1}{4}$	$5\frac{2}{4}$				

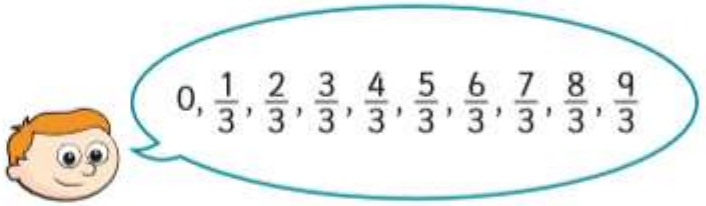
b)

7 Complete the number line.



What is the same? What is different?

8 Ron is counting to 3 in thirds.



Is Ron correct? _____

Use the number line to show how you know this.

Unit and non-unit fractions

1 Write fractions to complete the sentences.

a) ☐ of the counters are yellow.

b) ☐ of the counters are red.

2 Write fractions to complete the sentences.

a) ☐ of the tower is green.

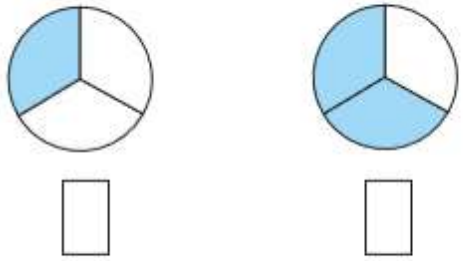
b) ☐ of the tower is yellow.

c) ☐ of the tower is blue.

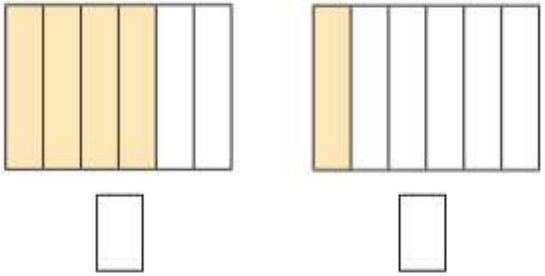
3 What fraction of each shape is shaded?

a)

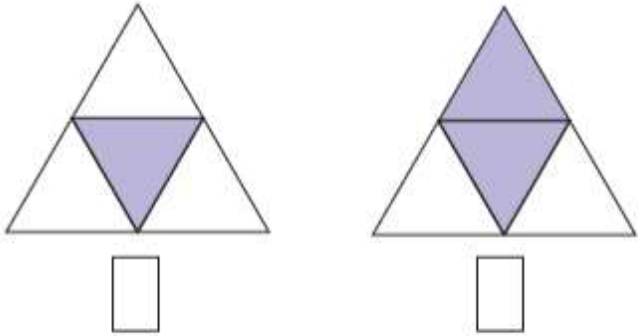
b)



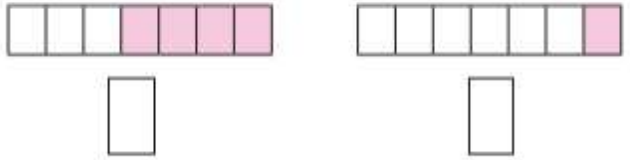
c)



d)



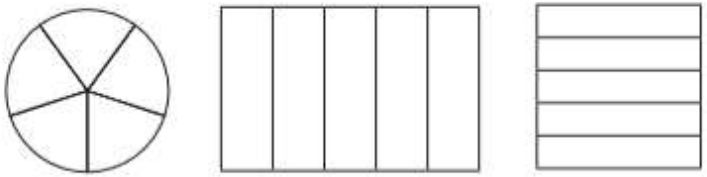
e)



Tick the unit fraction in each pair of shapes.

How did you know which was the unit fraction?

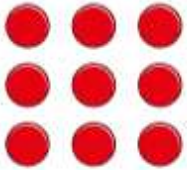
4 a) Colour $\frac{1}{5}$ of each shape.



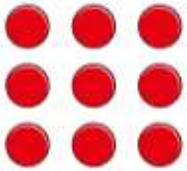
b) Colour $\frac{3}{5}$ of each shape.

What is the same and what is different about your answers?

5 a) Circle $\frac{1}{3}$ of the counters.



b) Circle $\frac{2}{3}$ of the counters.



What is the same and what is different about your answers?

6 Write the fractions in the table.

$\frac{1}{6}$	$\frac{2}{3}$	$\frac{3}{4}$	$\frac{1}{10}$	$\frac{1}{8}$
$\frac{3}{5}$	$\frac{1}{4}$	$\frac{1}{99}$	$\frac{6}{1}$	$\frac{1}{250}$

Unit fractions	Non-unit fractions

Write two more examples of your own in each column.

7 a) What is a unit fraction? What is a non-unit fraction?

Talk about it with a partner.

b) Complete the sentences.

An example of a unit fraction is ☐

The numerator is always ☐

An example of a non-unit fraction is ☐

The numerator is always greater than ☐